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Fall 2019

## Senior Research Project / Honors Thesis Project

Omer Gokcekus

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SCHOOL OF DIPLOMACY AND  
INTERNATIONAL RELATIONS  
SETON HALL UNIVERSITY

**DIPL 4101/5101: Senior Research Project/Honors Thesis Project - FALL 2019\***

**Professor:** Omer Gokcekus

**Office Hours:** Monday/Tuesdays, 12:00 – 14:00, and by appointment

**Office:** McQuaid Hall 128

**Phone:** 973-313-6272

**Email:** [omer.gokcekus@shu.edu](mailto:omer.gokcekus@shu.edu)

DIPL 4101 AA/5101 AA: Tuesday: 14:00 – 16:30

Room: Alfieri Hall 121

DIPL 4101 NA/5101 NA: Monday: 17:00 – 19:30

Room: Alfieri Hall 122

**I. Course Summary:**

This course is designed to help students learn research, writing, and oral communications skills that they can apply to all academic and professional pursuits. The ultimate goal is to complete a well-written, strongly argued, and thoroughly documented Senior Research Project. The course is structured to include both class and individual meetings. The first several weeks mix class and individual meetings with the professor to focus on helping students turn their research interests into a research puzzle, find and use primary and secondary sources, develop hypotheses, conceptualize variables, identify an effective research design, and present their ideas professionally in public settings. The next several weeks help students shape their particular projects, with a focus on writing, revising, and providing effective feedback to fellow students. During the semester, the students present their research findings and constructively critique one another's presentations.

**II. Expectations and Grading:**

Students should come to class meetings prepared to discuss the readings and to present their assignments to their colleagues and the professor. Students should come to each of the individual meetings with the professor prepared to present and discuss their assignments.

The final grade will be determined as follows:

- Writing assignments: 15%
- Attendance & participation: 10%
- Surrogate readership: 10%
- Preliminary draft: 15%
- Oral presentations: 20%
- Final draft: 30%

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\* *The 10 days in advance rule:* This course-outline is subject to change. However, in case there is a change, the class will be informed at least 10 days in advance.

### III. Important Notes:

#### Disability Services Statement

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at [DSS@shu.edu](mailto:DSS@shu.edu).

#### Academic Integrity & Dishonesty

Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here: <https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf> and <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>

#### Citation Formats

Papers should utilize one of the Chicago Manual of Style citation formats.

#### Policy on Incompletes

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

#### Required Reading (available at the SHU Bookstore)

- Wayne Booth, Gregory Colomb, and Joseph Williams, *The Craft of Research* (Chicago: University of Chicago, 2008) 3<sup>rd</sup> Edition.

### Other Helpful Readings:

- McCloskey, Deirdre N. 2000. *Economical Writing*. 2nd Edition. Waveland Press.
- Strunk W. and E.B. White. 2000. *The Elements of Style*. 4th Edition. Longman Publishers.
- Turabian, Kate L. 1996. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Revised by John Grossman and Alice Bennett. 6th edition. The University of Chicago Press.

### Attendance, Participation, and Surrogate Readership:

Use of electronic devices for any purpose other than taking notes is not appropriate during class time. It distracts other students and the professor and will result in a lowered grade (in other words, do not use your laptop for email, shopping, Twitter, Facebook, and the like).

Class attendance is meaningful if you are involved in what's going on in a course. This is particularly important in this course because it is a hands-on course. There are two parallel tracks for involvement: Sharing your experiences and finding out about the others' experiences. You may learn a lot from others' problems and solutions by peer reviewing their drafts, listening to their presentations, and asking them questions (in class, after class, during office hours, or via e-mail).

I keep track of participation for each session. Keep in mind that the quality of your participation is as important as quantity. You will find it easier to participate and you will learn more if you get prepared for the class by putting together the relevant materials from your project and completing assignments in a timely manner.

Also, you will be asked to serve as a “**surrogate reader**” (for details see Booth *et al.*) for two students in your session to read and submit written comments and suggestions on their drafts. On **September 28**, you will have the names of these two students.

## **IV. Course Meetings, Readings, Assignments, and Due Dates:\***

\*Note: Any assignments may be turned in early

### 1. Monday/Tuesday, August 26/27:

Course overview and choosing a topic

Identifying research questions, defining problems, and finding, using, and citing sources

*Reading:* BCW (Booth, Colomb, & Williams), pp. 35-101, 273-276

### 2. Monday/Tuesday, September 2/3:

No meeting: Labor Day – University Closed

Drafting preliminary bibliography

### 3. Monday/Tuesday, September 9/10:

Hypotheses, variables, thesis statements, causal claims, and research design

*Assignment 1:* **Preliminary Bibliography – due in class**

Bring a bibliography with at least 20 potential sources on your research topics.

This should help you to determine if there is enough information about your

topic/s to continue with it or choose one of two. All sources should be academic books, journal articles, or primary materials such as government documents or institutional databases.

4. Monday/Tuesday, September 16/17 (individual meetings):

Reading: BCW, pp. 105-138

Assignment 2: **Research Topic Descriptions – due at meeting**

Write two descriptions of research topics that you are considering, each a paragraph long. What's the puzzle? Why is it interesting and important? Be prepared to present the descriptions to the professor.

5. Monday/Tuesday, September 23/24:

Assessing existing research

Assignment 4: **Preliminary Literature Review – due in class**

Write a three-page review of *at least* five articles in *academic journals* that directly relate to your research topic. The review should compare and contrast the readings, stressing the major arguments presented, the evidence used, the type of analysis employed, limitations, and areas of contention between the authors. Most importantly, the review should propose how your research question relates to one or more debates within the academic literature. Be prepared to present the review to the class.

6. Monday/Tuesday, September 30/October 1: (individual meetings)

Thesis statements and research strategies

Assignment 5: **Thesis Statement / Research Strategy – due at meeting**

Write a two-page thesis statement and research strategy that includes how the thesis relates to the state of the debate regarding your topic and what strategy you will use to assess your causal claims, including what cases you will examine and what data sources you will use.

7. Monday/Tuesday, October 7/8:

No meeting: Drafting revised thesis statement and research strategy

8. Monday/Tuesday, October 14/15:

No meeting: Fall Break – University Closed

9. Monday/Tuesday, October 21/22 (individual meetings):

Thesis statements and research strategies

Assignment 5: **Thesis Statement / Research Strategy / Data / Cases – due at meeting**

Write a two-page thesis statement and research strategy that includes how the thesis relates to the state of the debate regarding your topic and what strategy you will use to assess your causal claims, including what cases you will examine and what data sources you will use.

10. Monday/Tuesday, October 28/29:

Thesis statements and research strategies

Assignment 6: **Thesis Statement / Research Strategy / Data / Cases – due in class**

Present a revised thesis statement and research strategy to the class in a 3-5 minute formal presentation that includes how the thesis relates to the state of

the debate regarding your topic and what strategy you will use to assess your causal claims, including what cases you will examine and what data sources you will use.

11. Monday/Tuesday, November 4/5: (individual meetings)

Discussion of the introduction and outline (and research progress at subsequent meetings)

*Reading:* BCW, pp. 173-202

*Assignment 7:* **Introduction and Outline – due at meeting**

Bring a detailed 3-7 page introduction and outline. The introduction should not be more than 4 pages and should include the research puzzle, the policy &/or theoretical importance of the question/topic, the thesis statement (or set of hypotheses), and the plan for the paper. The outline should briefly describe the main points (and, preferably, the sources to be used) in each section.

12. Monday/Tuesday, November 11/12:

No meeting: Preparing your draft and presentation

13. Monday/Tuesday, November 18/19:

Presenting research in public and making revisions

*Assignment 8:* **Preliminary draft – due in class**

Hand in the preliminary draft at the beginning of class and send an electronic copy as well. The preliminary draft should be at least 4,000 words and should include at least the introduction, the literature review section, some analysis of cases and data, and an outline of the remaining pages.

14. Monday/Tuesday, November 25/26: (individual meetings)

Discussing of ways to strengthen the preliminary draft

*Reading:* BCW, pp 203-210, 232-269

**Tuesday, December 10: Final Paper Due (earlier is welcome)**

Final drafts are due. An electronic copy should be sent to my email address, [omer.gokcekus@shu.edu](mailto:omer.gokcekus@shu.edu)

Requirements:

- 7,000 to 9,000 words total, including title, text, notes, bibliography, and tables (roughly 25-30 pages)
- Typed, double spaced, one-inch margins
- Must incorporate suggestions from the individual meetings with the professor and from the oral presentation
- Must include appropriate citation method, and all sources in the bibliography must be cited in the text

## V. Student Learning Outcomes:

By the end of the semester, students should have acquired in-depth knowledge of a particular functional area and/or region of the world and knowledge and understanding of the social science research process. Students should also have developed the skills to: collect, sort, and evaluate information; analyze complex situations and synthesize information; integrate different fields of study in analysis of a complex world; and communicate effectively in oral and written form.

## VI. Some Important Days to keep in mind:

<b>August 26</b>	Monday	Classes Begin - Add/Drop continues and late registration begins
<b>September 2</b>	Monday	Labor Day - University Closed
<b>September 3</b>	Tuesday	Add-drop and late registration end
<b>September 27</b>	Friday	Last day to request course withdrawal without professor/dean approval; Deadline for pass-fail and audit requests; Last day for December 2019 degree candidates to add a major or minor
<b>October 1</b>	Tuesday	Deadline for Fall 2019 undergraduate and graduate degree candidates to file online Application for Degree for Fall 2019 in Banner Self Service
<b>October 14 – 15</b>	Monday - Tuesday	Fall Break - No Classes
<b>October 18</b>	Friday	Last day to request course withdrawal with professor/dean approval
<b>November 1</b>	Friday	All Saints Day - Masses throughout the day
<b>November 27</b>	Wednesday	No Classes
<b>November 28 - 29</b>	Thursday – Friday	Thanksgiving Recess - University Closed
<b>November 30</b>	Saturday	No Classes
<b>December 8</b>	Sunday	Solemnity of the Immaculate Conception - Masses scheduled throughout the day
<b>December 9</b>	Monday	Last day of classes; Last day to submit assignments to resolve Fall 2018 Incomplete grade; Unresolved Fall 2018 Incomplete grades will convert to failing grades (FI); Online grading opens for faculty
<b>December 11 - 17</b>	Wednesday – Tuesday	Final Examinations (n.b., Requests for 'Incomplete' grade must be submitted before final examination)
<b>December 19</b>	Thursday	Deadline for faculty to enter Fall 2019 grades on-line via Banner Self-Service

Source: <https://www.shu.edu/academics/academic-calendar.cfm> (Accessed on August 19, 2019)

## VII. Academic Resources for Students:

### Academic Resource Center

Website: <http://www.shu.edu/academic-resource-center/index.cfm>

Phone: (973) 761-9108

Email: [arc@shu.edu](mailto:arc@shu.edu)

Location: **Arts & Sciences Hall Rm. 242**

### Online Writing Lab

Online Tutoring is available for seniors and graduate students at the following link:

<http://academic.shu.edu/owl/>.

Email: [owl@shu.edu](mailto:owl@shu.edu)

### Writing Center

Website: <http://www.shu.edu/writing-center/index.cfm>

Phone: (973) 761-7501

Location: Walsh Library, 3<sup>rd</sup> Floor

Sign up for an appointment using Compass

### Math Learning Lab

Website: <http://www.shu.edu/math-compsci/math-learning-lab.cfm>

Phone: (973) 761-9765

Location: **Arts & Sciences Hall Rm. 239**

Sign up for an appointment using Compass

All of these are available through: <http://www.shu.edu/student-services/toolkit.cfm>